



# Course Specifications

<b>Course Title:</b>	<b>Reading 2</b>
<b>Course Code:</b>	<b>3012141-3</b>
<b>Program:</b>	<b>English Language 301200</b>
<b>Department:</b>	<b>English Language</b>
<b>College:</b>	<b>Al Leith University College</b>
<b>Institution:</b>	<b>Umm Al-Qura University</b>

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> First Level / First Year
<b>4. Pre-requisites for this course (if any):</b> Reading 1
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	Blended	0	0%
3	E-learning	0	0%
4	Correspondence	0	0%
5	Other	0	0%

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	(3 hours) x (15 weeks)
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	(1 office hour) x (15 weeks)
	<b>Total</b>	60 hours
<b>Other Learning Hours*</b>		
1	Study	(1 hour) x (15 weeks)
2	Assignments	(1 hour) x (15 weeks)
3	Library	(1 hour) x (15 weeks)
4	Projects/Research Essays/Theses	0
5	Others (specify)	0
	<b>Total</b>	45 hours

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

- In this course students would read various types of texts revolving around different thematic issues such as education and student life, city life, business, jobs, and lifestyles among other things. For each reading selection students will engage in a combination of textual comprehension and reflective/responsive activities to assist them in returning to the texts in thoughtful ways.

Indeed, this course is designed to develop students' fluency, confidence and interest in reading in English.

### 2. Course Main Objective

- The main purpose of this course is to develop students' reading skills, including skimming for main ideas, scanning for details, guessing the meaning of new words and expressions from the context and making logical inferences.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge:</b>	
1.1	Demonstrate an ability to read quickly enough to cope with an academic course and spell words through an analysis of the structure of the English Language.	K1
1.2	Employ pre-reading, skimming, scanning for relevant information and pre-writing techniques.	K2
1.3	Identify main ideas and important details in paragraphs and reading selections.	K3
1.4	Understand and memorize high frequency words and expressions.	K4
2	<b>Skills :</b>	
2.1	Produce simple sentences and short paragraphs in response to reading.	S1
2.2	Summarize information in paragraphs and reading selections.	S2
2.3	Express an opinion about a theme-related item: take a stand by agreeing or disagreeing	S3
2.4	Distinguish between beliefs and facts.	S4
3	<b>Competence:</b>	
3.1	Implement Before-During-After reading strategies that build comprehension.	C1
3.2	Apply reading strategies, including underlining, taking notes and outlining.	C2
3.3	Interpret texts and make logical inferences.	C3
3.4	Predict the content of a reading selection from the title and the illustrations.	C4

## C. Course Content

No	List of Topics	Contact Hours
1	Education and Student Life: The Secrets of Success in School/ Challenges of the First Year of College	6
2	City Life: A City that is Doing Something Right/ Sick-Building Syndrome	6
3	Business and Money: Banking on Poor Women/ Consumerism and the Human Brain	3
4	Jobs and Professions: Changing Career Trends/ Looking for Work in the 21 <sup>st</sup> Century	6
5	Lifestyles Around the World: The Science of Happiness/ Happiness and the Home	6
6	Global Connections: Globalization and Food/ Life in a Fishbowl: Globalization and Reality TV	6
7	Language and Communication: If We Could Talk with Animals/ “Parentese”	6
8	Tastes and Preferences: The Silk Road: Art and Archaeology/ Fashion: The Art of the Body	6
<b>Total</b>		<b>45</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Demonstrate an ability to read quickly enough to cope with an academic course and spell words through an analysis of the structure of the English Language.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
1.2	Employ pre-reading, skimming, scanning for relevant information and pre-writing techniques.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
1.3	Identify main ideas and important details in paragraphs and reading selections.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
1.4	Understand and memorize high frequency words and expressions.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments/quizzes Oral discussion
<b>2.0</b>	<b>Skills</b>		
2.1	Produce simple sentences and short paragraphs in response to reading.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			assignments Oral discussion
2.2	Summarize information in paragraphs and reading selections.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
2.3	Express an opinion about a theme-related item: take a stand by agreeing or disagreeing	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
2.4	Distinguish between beliefs and facts.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
<b>3.0</b>	<b>Competence</b>		
3.1	Implement Before-During-After reading strategies that build comprehension.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
3.2	Apply reading strategies, including underlining, taking notes and outlining.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments
3.3	Interpret texts and make logical inferences.	Lectures/tutorials Individual work Team/peer work	Exams (midterm/final) Homework/written assignments Oral discussion
3.4	Predict the content of a reading selection from the title and the illustrations.	Lectures/tutorials Individual work Team/peer work	Class participation and oral discussion

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Written assignments/oral discussion/presentations	Every week	10 %
2	Midterm exam	6 <sup>th</sup> / 7 <sup>th</sup> week	30 %
3	Final exam	End of term	% 60

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

- Each instructor should provide academic guidance to a specific number of students in the English language department. Faculty members have four office hours per week in which they try to provide students with further clarification related to the delivered lessons, when needed.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Elaine Kirn, Pamela Hartmann, <i>Reading 2: Interactions</i> . Diamond Edition. <i>The McGraw-Hill Companies</i> , 2015.
<b>Essential References Materials</b>	Spears, D. <i>Improving Reading Skills: Contemporary readings for college students</i> . New York, NY: McGraw-Hill, 2013.
<b>Electronic Materials</b>	<a href="http://gen.lib.rus.ec/book/index.php?md5=D667938F75953ED401A8AE5B7793D093">http://gen.lib.rus.ec/book/index.php?md5=D667938F75953ED401A8AE5B7793D093</a> <a href="http://eslbeck.wix.com/academic-reading">http://eslbeck.wix.com/academic-reading</a>
<b>Other Learning Materials</b>	*****

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	- large size classrooms with a capacity of 35 chairs at least
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show, Smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	*****

## G. Course Quality Evaluation


Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct (online questionnaires)
Quality of learning resources	Students Faculty members	Direct (online questionnaires)
Extent of achievement of course learning outcomes	Quality Unit Faculty members Students	Direct (online questionnaires)

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	The English language department's council
<b>Reference No.</b>	
<b>Date</b>	
<b>Head of department:</b>	<p>Dr. Hadi Hussein Al-Samadani</p> <p>Signature: </p>